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ABSTRACT

A small group activity involving the study of a cultural group is presented. The assignment consists of four activities: making a map, giving an oral report, choosing a writing activity, and participating in a skit about a cultural group. The assignment lists seven step-by-step procedures and grading criteria. Student groups choose among 12 cultural groups and 12 cultural universals. A list of the 10 skills involved in the assignment is included. The paper contains a "Group Check Sheet"; an "Introduction to Maps and Atlases," which describes 7 types of maps and 5 categories of atlases; a "Map Reproduction Activity," which lists 10 steps on making the assignment map; a "Group Presentation Sheet," which lists 12 categories for discussion; "Preparing a Skit about Your Cultural Group," which lists 7 steps; "Writing to Explore Your Cultural Group," which includes discussions on a diary, dialogue, and letter; a "Group Work Self-Evaluation" form; and a "Culture Project Evaluation" form. (TRS)

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Culture: Map, Research, Present, and Write

Joel Turvey

Cedar Park Intermediate

Beaverton, Oregon

1984

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Culture: Map, Research, Present, and Write

Joel Turvey Cedar Park Intermediate
Beaverton, Oregon

NAME_____

BLOCK_____

SKILLS

Use various atlases
Make a map
Use an index and table of contents
Skim and take notes
Write a bibliography entry
Explain effect of geography on a culture
Work with a group
Participate in a skit
Write about a culture
Appreciate a different viewpoint and way of life

ASSIGNMENT

You will be a part of a group of 3 people who will each make a map, give an oral report to the class, choose a writing activity, and participate in a skit about a cultural group.

1. Each group member must select a map to make about your culture from the 7 types of maps, which you learned about in our library atlas unit. (To review, they are: 1) political, 2) physical features, 3) demographic, 4) climate, 5) historic, 6) scientific, and 7) economic.)
2. Each group member must also do research and report on 3 cultural universals. (Your group should cover 10 cultural universals in all. The environment/location universal should be covered by your chairperson in the introduction to your group's presentation.)
3. Your group will share maps and universals with the class in an oral presentation.
4. Each person should turn in 1 map, 3 notecards, and 1 bibliography card. The chairperson of your group should turn in the Group Check Sheet (#1) and the Group Presentation Sheet (#2).
5. Each group will present a short skit.
6. Each person will complete one writing activity.

STEPS

1. Talk with your group (3 members each) about what culture you want to investigate, and choose one from the list on the back of this sheet. Choose a chairperson for your group.
2. Decide on the type of map each member of your group will make and the cultural universals each person will investigate. (Remember, each person should make 1 map and research 3 cultural universals.) Chairperson should turn in Group Check Sheet to the teacher.

(OVER)

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3. Make your maps, following carefully the steps on the "Map and Atlas Unit" worksheet that you will receive in the library. Your map must include the following: 1) a complete title, 2) a direction finder, 3) a key, with scale of miles or kilometers, 4) adjacent bodies of water or land, 5) latitude and longitude, 6) your name, teacher, and period, and 7) bibliographic information.
4. Do research on your cultural universals, following the skimming and note-taking skills that we will discuss in class. (Remember, <u>each</u> person should turn in 3 notecards--1 for each universal--and 1 bibliography card.)
5. Present that information and explain your maps to the class, following the order on your Group Presentation Sheet that your chairperson will give to the teacher.
6. Plan a short skit with your group that will depict an incident from a typical day in the life of your culture. Show as many cultural universals as you can.
7. Choose 1 individual writing activity from the "Writing to Explore Your Cultural Group" sheet.

CULTURAL GROUPS

1. Eskimo	4. Hopi	7. Bushmen	10. Berbers
2. Aborigine	5. Navajo	8. Zulu	11. Tasaday
3. Maori	6. Pygmy	9. Yoruba	12. Masai

CULTURAL UNIVERSALS

1. Environment/location	4. Shelter	7. Government
2. Food	5. Tools, weapons	8. Religion, rituals
3. Clothing	6. Family structure	9. Language, communication, transportation
		10. Leisure (art, music, games)

(In groups of 4, add: 11. Making a living, and 12. Special problems.)

GRADING

Map: 50 points	Oral presentation: 40 points	TOTAL: 200 points
Group work: 30 points	Skit: 30 points	A 200 - 180
Notecards: 20 points	Writing activity: 30 points	B 179 - 160
		C 159 - 140
		D 139 - 120

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1 CULTURE Group Check Sheet

CULTURAL GROUP: _____

GROUP MEMBERS: _____

_____

_____

_____

CHAIRPERSON: _____

NAME_____

Type of map _____

Cultural universals

a._____

b._____

c._____

NAME_____

Type of map_____

Cultural universals

a._____

b._____

c._____

NAME_____

Type of map_____

Cultural universals

a._____

b._____

c._____

NAME_____

Type of map_____

Cultural universals

a._____

b._____

c._____

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An Introduction to Maps and Atlases

Cedar Park Library 1982

Beaverton, Oregon

NAME _____

BLOCK _____

I. TYPES OF MAPS

Below are descriptions of seven types of maps: ECONOMIC, HISTORIC, CLIMATE, PHYSICAL FEATURES, DEMOGRAPHIC, POLITICAL, and SCIENTIFIC. While you listen to the presentation, write the name of each type of map in the blank beside the correct description.

A. _____ boundaries (state, county, etc.), cities, capitals

B. _____ also called graphic-relief or landform; rivers, mountains, land elevation

C. _____ precipitation (rainfall, snowfall), temperature

D. _____ population, birth rate, education level, tribes, any other information about people

E. _____ animal population, oceans, plant distribution, geology

F. _____ natural resources, raw materials, exports, agriculture

G. _____ historical events: exploration, battles, early boundaries

II. TYPES OF ATLASES

Cedar Park has a wide variety of atlases that contain hundreds of different types of maps. Usually, these atlases are classified in one of five categories: HISTORIC, WORLD, SPECIALIZED, REGIONAL, and SCIENTIFIC. Fill in the blanks below with the the category correctly matching each description.

A. _____ maps of the entire earth, often organized by region or continent.

B. _____ maps of a specific area or part of the earth (e.g., Africa, Pacific Northwest)

C. _____ maps and visual aids that relate to fields such as biology, geology, oceanorgaphy, ecology, etc.

D. _____ maps from events in the past: battles, exploration routes, ancient civilizations, etc.

E. _____ maps that relate to a specific theme or subject, such as anthropology, current events, literature, etc.

Map Reproduction Activity
Cedar Park Intermediate
Beaverton, Oregon

NAME_____

I. FILL IN THE BLANKS

A. Types of Atlases

1._____
2._____
3._____
4._____
5._____

B. Categories of Maps.

1._____
2._____
3._____
4._____
5._____
6._____
7._____

II. MAKING YOUR MAP

A. Select an atlas that has a map that you would like to reproduce.

B. The map that you select should be:

1. of a country, or part of a country
2. from one of the seven categories above.
3. You may combine information from two atlases/maps on one map.

**C. Your map MUST include:

1. A complete title
2. A direction finder
3. A legend or key with scale of miles (or kilometers)
4. Reference and/or adjacent bodies
5. Longitude and latitude
6. Your name, teacher, and period (printed neatly in_____)
7. Bibliographic information (printed neatly in _____)
   a. Atlas title b. Place of publication c. Publisher d. Copyright
   e. Page no. or plate no. (of each atlas that you use)

D. Materials and supplies

1. Drawing and tracing paper will be supplied by _____.
2. Pencils, rulers, erasers will be supplied by _____.
3. Colored pencils are <u>required</u> (NOT FELT PENS)

E. Use and care of the atlases

1. Atlases are very expensive. Please handle with care.
   a. Don't press too hard when tracing a map.
   b. Opaque projectors greatly reduce the life of an atlas--use with permission onl
2. Atlases will be available _____.
3. Check-out policy and times are _____.

F. Miscellaneous information:

1. Map size: 8½ x 11" (21.5 x 27.5 cm.)
2. Can be tracing or free-hand
3. Colors should be selected with attention to harmony, contrast, intensity

G. Remember that you:

1. Must read and follow directions
2. Will work quietly and independently
3. Will be graded on neatness, accuracy, spelling, size, originality, map content, legibility, and use of color.

H. Presentation: explain to the class

1. How you made your map (special techniques, problems that you solved, etc.)
2. What category of map you have chosen (see part IB.)

I. Extra Credit: After your map has been completed and approved, you can do additional cartographic work by mounting, framing, or adding an overlay or more detail to your map. See your teacher for more information.

J. NOTES:

2 CULTURE Group Presentation Sheet

CULTURAL GROUP: _____

GROUP MEMBERS: _____

_____ CHAIRPERSON:

_____ _____

_____

I. INTRODUCTION (by chairperson)

A. Who (cultural group) _____

B. What (physical description) _____

C. Where (country) _____

D. When (how long they have lived there) _____

E. How they make their living (hunting, gathering, etc.) _____

F. Environment, location, climate, and how it affects their way of life:

_____

II. FOOD Group member:

III. SHELTER Group member:

IV. CLOTHING Group member:

V. TOOLS, WEAPONS Group member:

VI. FAMILY STRUCTURE Group member:

VII. GOVERNMENT Group member:

VIII. RELIGION, RITUALS Group member:

IX. LANGUAGE, COMMUNICATION, TRANSPORTATION Group member:

X. LEISURE (ART, MUSIC, GAMES) Group member:

(In groups of 4, XI. MAKING A LIVING Group member:

XII. SPECIAL PROBLEMS Group member:)

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Preparing a Skit about your Cultural Group

NAME_____ CULTURAL GROUP_____

1. Put all of the information that the group has obtained from their notecards together on the Cultural Universals chart. This will give your group a good overview of the entire way of life of the culture.

2. Discuss with your group what it might be like to be a member of your cultural group. Try to assume the point of view of that culture. Talk about the specific cultural universals (environment, food, etc.).

3. Discuss possible scenes for your skit. Consider the following: a typical day in the life of your cultural group (meals, food gathering, education, leisure, etc.); a special ceremony (marriage, dance for productive harvest, etc.); food gathering rituals or hunting; a special problem your cultural group may face (getting water, obtaining food during the winter, etc.).

4. Write your ideas down and assign roles in the skit. Try to make the skit at least 4 minutes long. It is not necessary to write down every line, but you will be expected to know what to say without a script.

5. Try to show as many cultural universals as you can. You may make small posters illustrating some of the universals for extra credit, if you like.

6. Present your skit to the class. Talk informally and be relaxed. Pretend that you are a member of this culture, and try to talk as you would imagine them to converse.

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Writing to Explore your Cultural Group

NAME_____ BLOCK_____

Rough draft due:_____ Final copy due:_____

Choose one of the following:

I. WRITING A DIARY

Take on the identity of one of the members of your investigated culture. Write three entries of at least 150 words in the diary of that person. They should reflect your understanding of the way of life of their culture. You might include a record of a typical day, a special ceremony, food gathering, or leisure activities. In the diary entries, try to put yourself in the place of the person so that you may be better able to understand his or her point of view and way of life.

II. DIALOGUE

Pretend that you are having a conversation with a member of the culture that you investigated for your project. Write the dialogue, following proper punctuation and paragraphing rules for writing direct quotations. Center the conversation around the following ideas:

> "Though each person is an individual, and each culture is unique, as human beings we are all more alike than different. We share a common humanity. Our basic human needs are not so different. Neither are our fears and pleasures. In the fundamental matters of survival, are not all of us human beings first? Cooperation and mutual respect are essential to survival."
>
> -John Nance, Oregonian, Oct. 1982

Your dialogue should be at least 450 words.

III. WRITING A LETTER

Pretend that you are a member of your investigated culture. You have just returned to your home after spending a month visiting with a family in Portland, Oregon. Write a letter to that family to thank them for the visit. Include your observations about the ways that the cultural universals in your culture are similar and/or different from theirs. Mention specifics, such as food, tools, recreation, shelter, pace of life, attitudes toward work, etc. Your letter should be at least 450 words long.

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CULTURE: MAP, RESEARCH, PRESENT, AND WRITE NAME _____

TOTAL: _____ GRADE: _____ BLOCK _____

	EXCELLENT	GOOD	AVERAGE	POOR
I. MAP -- 50 pts. _____				
A. Direction finder				
B. Title				
C. Map key and scale				
D. Adjacent bodies				
E. Name and block				
F. Latitude and longitude				
G. Bibliography				
H. Neatness, color, legibility				
I. Extra credit				
II. GROUP BEHAVIOR -- 30 pts. _____				
A. You as individual _____				
1. Respect and cooperation				
2. Shared				
3. Work in library				
B. Group as whole _____				
III. ORAL PRESENTATION -- 40 pts. _____				
A. Explanation of map				
B. Explanation of notecards				
C. Understandable				
D. Organized				
E. Interesting				
F. Eye contact and volume				
IV. NOTECARDS -- 20 pts. _____				
A. Ink				
B. Understandable				
C. Interesting				
D. Bibliography				
V. SKIT -- 30 pts. _____				
A. Cultural universals shown				
B. Understandable				
C. How well you put yourself in culture's place				
D. Group cooperation				
VI. WRITING ASSIGNMENT -- 30 pts. _____				
A. Showed different point of view				
B. Used specific details or examples				
C. Originality				
D. Imagination				
E. Understandable				
F. Writing mechanics				
G. Spelling				

Group Work Self-Evaluation

Beaverton, Oregon

NAME_____

	NEVER	SELDOM	SOMETIMES	OFTEN
I. SPEAKING				
Actively contributed to group discussion				
Helped initiate discussion				
Helped keep discussion orderly				
Stuck to subject				
Gave objective reasons to support opinions				
Showed concern for everyone in group				
Encouraged other points of view				
Used conversational tone of voice				
II. LISTENING				
Did not talk while teacher gave directions				
Listened to other group members				
Respected other members' opinions				
Did not monopolize conversation				

My greatest contribution to the group was_____

_____

I _____do _____do not find classroom group work a good experience in communication because_____

INDIVIDUAL GRADE (if you had to give yourself one):_____ REASON:_____

GROUP GRADE:_____ REASON:_____

TEACHER'S COMMENTS:

Culture Project Evaluation

NAME_____

1. What have you learned from doing the culture project?

_____

2. What was the most interesting part?

_____

3. What would you change?

_____

Circle the appropriate rating:

	Learned a lot		Average		Didn't learn
Atlas activity in library	5	4	3	2	1
Making your map	5	4	3	2	1
Review of index and table of contents	5	4	3	2	1
Review of skimming and note-taking	5	4	3	2	1
Bibliography form	5	4	3	2	1
Group work - working with others	5	4	3	2	1
How geography affects a culture	5	4	3	2	1
Skit	5	4	3	2	1
Writing assignment	5	4	3	2	1
Appreciate a different way of life	5	4	3	2	1

4. Did the project help you to appreciate a different viewpoint and way of life?_____

Why or why not?_____

Please make any other comments that you feel would be helpful to Mrs. Turvey:

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Cultural Fiction Titles

Annixter, Jane and Paul. White Shell Horse. 1971. (Navajo)

Boyce, George A. Some People are Indians. 1974. (Navajo)

Chauncy, Nan. Hunted in Their Own Land. 1973. (Aborigine)

Freuchen, Pipaluk. Eskimo Boy. 1967. (Eskimo)

George, Jean Craighead. Julie of the Wolves. 1972. (Eskimo)

Hamilton, Virginia. Zeely. 1978. (Watusi)

Jones, Toeckey. Go Well, Stay Well. 1979. (Zulu)

Marshall, James Vance. Walkabout. 1970. (Aborigine)

O'Dell, Scott. Sing Down the Moon. 1970. (Navajo)

Scott, W.N. Boori. 1978. (Aborigine)